

Written Communication Competency

Outcomes

Developed by the Written Communication Panel
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The five competencies listed below are expressed with the understanding that attention to the rhetorical situation is inherent within each. In addition, the following competencies entail facility with information literacy, which is defined by the Association of American Colleges and Universities as "The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand"

(<http://www.aacu.org/value/rubrics/InformationLiteracy.cfm>).

At the completion of the General Education Transfer Core, students will be able to do the following:

Knowledge of Conventions

Produce texts which use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling

Processes

Demonstrate an understanding of writing as a social process which includes multiple drafts, collaboration, and reflection.

Critical Thinking/Reading/Writing

Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.

Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.

Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.

Rhetorical Knowledge

Compose texts which exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.

Engaging Electronic Environment

Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).